Institutional Effectiveness
2020-2021

Program: Human Ecology BS

College and Department: College of Agriculture & Human Ecology - School of Human Ecology

Contact: Melinda Anderson

Mission:

The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.

These statements were approved by all faculty and were updated on our website and other internal documents. These statements reflect the efforts of the faculty to provide undergraduate education, research, service projects, and professional development opportunities in child development and family relations; child life; family and consumer sciences education; nutrition and dietetics; housing and design; and merchandising and design.

Housed in the College of Agriculture and Human Ecology, the School holds multiple accreditations/endorsements, which are listed in the table below.

Accreditation/Endorsement	Program
American Association of Family and Consumer Sciences (AAFCS)	School of Human Ecology
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Nutrition and Dietetics concentration
Council for Accreditation of Educator Preparation (CAEP)	Family and Consumer Sciences Education concentration
National Council on Family Relations (NCFR)	Child Development and Family Relations concentration
Association of Child Life Professionals	Child Life concentration

Program Goals:

PG 1: The School of Human Ecology will maintain program quality sufficient to meet and/or exceed accreditation standards from the American Association of Family and Consumer Sciences (AAFCS), the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and the Council for Accreditation of Educator Preparation (CAEP).

The School of Human Ecology will be in 100% compliance with all external accreditation/endorsement requirements. In addition to accreditations listed above, the School will comply with Association of Child Life Professionals Endorsement and National Council on Family Relations Endorsement standards.

PG 2: The School of Human Ecology will maintain sufficient student enrollment at the undergraduate and graduate levels to ensure the viability of the program and course offerings, and the School of Human Ecology will exceed university rates for retention and graduation.

Human Ecology undergraduate enrollment will not decrease from year to year.
Fall to fall retention rate will be the same as or exceed university retention rate.
Graduate enrollment in the MS in Community Health and Nutrition will meet cohort limit of 10 students each fall; and enrollment in the graduate Family and Consumer Sciences Concentration in Curriculum and Instruction will not decrease year to year.

PG 3: The School of Human Ecology will hire and support a diverse faculty unit with appropriate expertise to deliver a high-quality program.

The external accreditations provide guidelines for number of faculty and qualifications of faculty in specific concentrations. These requirements will be maintained by all faculty teaching in the School of Human Ecology. Adjunct and temporary faculty members will have the appropriate credentials for the content area in which they are teaching.

Students have the opportunity to rate teacher excellence on the IDEA evaluations. HEC faculty benchmark for Teaching Excellence will be 3.75/5.0 (cumulative average score across two semesters)

Student Learning Outcomes:

SLO 1: Students will demonstrate competent knowledge in the American Association of Family and Consumer Sciences Body of Knowledge.

HEC students will score a minimum of 70% on an internal Human Ecology Exit Exam

SLO 2: Students will be prepared for life-long success in their careers and for graduate study as evidenced by their critical thinking skills, communication skills and ability to work effectively with others.

HEC students will be rated by site supervisors during field experience/internships courses as being competent in communication skills and ability to work with others. Site supervisor evaluation benchmark score is 80% (cumulative average score across two semesters)

IDEA evaluations of all courses allow students to self-evaluate progress critical thinking skills. IDEA benchmark score per class is 3.75/5.0 scale (75%).

HEC Students complete the California Critical Thinking Skills test annually. Monitor their scores against TN Tech mean and national mean.

Assessment Methods:

PG 1: Maintain Accreditation

- Accreditation Reports: Provide feedback on faculty expertise, but are only done every 5-10 years. Maintaining professional accreditations ensures a high-quality curriculum

PG 2: Enrollment and Retention

- Institutional Research Reports: Count enrollment during each fall semester, based on TN Tech Institutional Research official enrollment counts for Human Ecology. Sustainability of unit is dependent on increasing student enrollment to maximize resources, and growing the unit. Fall to fall retention shows number of freshmen retained.

PG 3: Adequate Faculty

- IDEA Course Evaluations: IDEA reports are completed each semester and provide data on student perception of faculty teaching competence. We will expect to see our students meet or exceed institutional and national averages when comparing progress on critical thinking skills.

SLO 1: Student Competency

- Core Exit Exam: The Core exit exam contains questions from HEC core courses. Exam is completed during course time in last semester before graduation. Benchmark is 70% mean score.

SLO 2: Student Skills

- Site Supervisor/Mentoring Teacher Assessment Reports: Each concentration in Human Ecology requires either a service learning course (internship, practicum or field experience) or student teaching (for Family and Consumer Sciences (FCS) Licensure). Using the evaluations from these site supervisors or mentoring teachers allows us to collect data about our students learning outcomes from external sources. One evaluation form is used for all of these service-learning courses. The form is collected by the faculty, and submitted to the Director each semester. For the site supervisor evaluations, this assessment tool will be revised to an electronic version and we will expect our students to score at an 80% benchmark or better in ability to work effectively with others in a service learning setting.

- California Critical Thinking Skills Test: The California Critical Thinking Skills test is administered annually as a senior exit requirement for the university.

- IDEA Course Evaluations: IDEA reports are completed each semester and provide data on student perception of faculty teaching competence. We will expect to see our students meet or exceed institutional and national averages when comparing progress on critical thinking skills.

Results:

PG 1: Maintain Accreditation

The School of Human Ecology holds three external accreditations, and one program endorsement, and one program approval. All accreditation compliance data and reports have been submitted on time to the appropriate professional organizations in 2020-2021. The Nutrition and Dietetics concentration will have a virtual accreditation site visit in September 2021; this visit was delayed one year due to Covid-19.

PG 2: Enrollment and Retention

Human Ecology (HEC) undergraduate enrollment will increase at least 3% annually. Fall to fall retention rate will be the same as or exceed university retention rate. The Family and Consumer Sciences graduate concentration within Curriculum and Instruction will enroll 2 new students annually.

Table 1. Fall Enrollment by Unit 2010-2020

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
201	205	266	263	252	259	257	242	240	216	216

Enrollment decreased 9% between 2018 and 2019; but remained steady from 2019-2020. The benchmark of 3% has not been able to be achieved, so this was removed and replaced with the statement that enrollment will not decrease year to year. University enrollment overall has declined/remained level during the past 3 years as a result of Tennessee Promise; 2 years of free community college has had an impact on enrollment for all departments. The TN Tech FTE count for Fall 2019 was 8,724 and for Fall 2020 8,683 showing a slight decrease in FTE students. The Family and Consumer Sciences graduate concentration within the College of Education has 3 students enrolled, but the benchmark of enrolling 2 new students annually has not been achieved. This statement was also revised to be that enrollment would not decrease year to year in this graduate concentration.

Table 2. Retention Rates: Fall to Fall Freshmen

Fall 2018 Cohort **Univ.**	Fall 2018 Cohort HEC	Fall 2019 Cohort **Univ.**	Fall 2019 Cohort HEC	Fall 2020 Cohort HEC
77.0%	86.21%	77.5%	82.1%	Not reported yet

Our rates of 86% in Fall 2018 and 82% in Fall 2019 exceeds the university rate and we have met this expectation. The university fall to fall full time freshmen retention rate was 77.5% in 2019. The Fall 2020 cohort results have not been reported yet.

Table 3. 6-Year Graduation Rate for First Time Freshmen

Univ Cohort 2014	2014 Cohort HEC	2015 Cohort HEC	No new data to report
55.5% Weighted Avg 52.2%	70.97%	72%	

The School of Human Ecology exceeded the Graduation Rate for First Time Freshmen for the data that is available (2014 and 2015).

Table 4. Degrees Conferred

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
69	71	72	64	Not reported yet

The School of Human Ecology shows a trending increase in number of degrees conferred from 2016-2018; but a decrease of 8 degrees from 2019-2020.

PG 3: Adequate Faculty

The external accreditations provide guidelines for number of faculty and qualifications of faculty in specific concentrations. These requirements will be maintained by all faculty teaching in the School of Human Ecology. Adjunct and temporary faculty members will have the appropriate credentials for the content area in which they are teaching.

New Faculty Member Allison Barlow, RD, LDN was hired in March 2020 and began employment August 1, 2020 in a Lecturer position to teach Nutrition and Dietetics courses. The Housing and Design faculty position, which has been open for three years was advertised in spring 2021 and is now filled with Mr. Aeric Gunnels, who was hired into a Lecturer position.

Students have the opportunity to rate teacher excellence on the IDEA evaluations. HEC faculty benchmark for Teaching excellence will be 3.75/5.0 (cumulative average score across two semesters).

According to the IDEA Unit Summary reports for Fall 2020 and Spring 2021, the School of Human Ecology faculty scored an average of 4.5/5.0 scale for Excellence of Teacher.

The School of Human Ecology met this Program Goal for Adequate Faculty as evidenced by hiring of new faculty members and meeting benchmark for Teacher Excellence on IDEA course evaluations.

SLO 1: Student Competency

Table 5: 2014-2020 Mean Score for the Human Ecology Senior Exit Exam

Year	# of Students	Mean Score
2013-14	87	68.4
2014-15	61	62.5
2015-16	65	60.6
Average		64.3
Revised Exam		
2016-17	51	76.2
2017-18[1]	33	78.8
2018-19	72	71.3
Fall 2019	44	69.8
Spring 2020[2]		
Fall 2020	33	80.5
Spring 2021	27	82.5
Average[3]		75.9
	Benchmark	70

[1] Exam given but results were invalid.

[2] Due to COVID, only Core portion of exam was administered.

[3] Does not include Spring 2020.

The five-year average is now 75.9%; meeting the benchmark of 70%.

SLO 2: Student Skills

HEC students will be rated by site supervisors during field experience/internships courses as being competent in communication skills and ability to work with others. Site supervisor evaluation benchmark score is 80%.

IDEA evaluations of all courses allow students to self-evaluate progress critical thinking skills. IDEA benchmark score per class is 3.75/5.0 scale (75%).

HEC Students complete the California Critical Thinking Skills test annually. Monitor their scores against TTU mean and national mean.

Site Supervisor Scores:

Site Supervisor scores come from the evaluation form used in the internship/field experiences classes. Each curriculum in Human Ecology requires a service learning course in the senior year, except Housing and Design; but students have the option and most choose to complete the internship. The Site Supervisor evaluation form is based on a 5-point scale. Site Supervisor scores for 9 students from fall 2020 were 4.83/5.0 (97%) and from 11 students in spring 2021 were 4.89/5.0 (98%). The benchmark of 80% was well exceeded all semesters, as site supervisors consistently rank HEC students as "above

average" or "excellent" in the categories of professional attitude, communication skills, willingness to solve problems, and respect for co-workers.

IDEA Progress on Relevant Objectives:

Benchmark is 3.75/5.0 scale (75%) – the average mean score for all HEC faculty (n=9) is 4.1 for the academic year Fall 2020-Spring 2021. The IDEA Average for Progress on Relevant Objectives for Spring 2021 is 4.1/5.0.

All faculty exceeded the benchmark of 3.75 on the 5.0 scale; demonstrating that HEC students overall rated the progress on course objectives as "substantial" or "exceptional"; an indication of competencies met within each course.

Table 6. Human Ecology California Critical Thinking Skills Test (CCTST) results:

Year	N	Mean
2020-2021	73	72.8
2019-2020	41	72.0/14.2
2018-2019	73	13.5
2017-2018	45	14.3
2016-2017	34	17.0
2015-2016	53	16.2
2014-2015	67	19.0

TTU Mean 2020-2021 = 74.4

National Norm = 74.0

Modifications for Improvement:

Program Goal 1: Maintain Accreditations

The external accreditations held by the School of Human Ecology (ACEND, AAFCS, CAEP) are monitored by the Director of the School. Dr. Anderson also continues to serve as the DPD Director for the accredited dietetic program.

Dr. Shipley completed a 5-year review of the Child Development and Family Relations curriculum for NCFR in Fall 2020 and this report was accepted and the concentration renewed for continued Approval through Fall 2025.

The Nutrition and Dietetics concentration will complete its 7-year accreditation site visit in September 2021; the visit was delayed one year due to Covid-19. The new 2022 Accreditation Standards have been released and become effective January 1, 2022. Dr. Anderson will review the current curriculum against these standards following the site visit (which will be based on 2017 standards) and revise as necessary to be in compliance.

Program Goal 2: Enrollment and Retention

Enrollment has continued to decline the past 3 years and the benchmark of 3% was not met. Recruitment activities this past year (fall 2020) included the university Preview Day and multiple high

school visits conducted by Zoom. Other in person events were canceled due to Covid-19. Enrollment overall at the university has been steady or slightly lower than projections during the past 3 years. One preview day was held in early 2020; but then no in person recruiting events were held due to Covid-19 restrictions. Enrollment of new freshmen for Fall 2021 in Human Ecology does show the largest increase of students over the past 10 years.

Human Ecology participated in the university-wide Preview Day Spring 2021.

The College of Agriculture and Human Ecology Recruitment committee met bi-weekly during fall and spring semesters to plan and implement virtual recruiting activities such as Zoom meetings with high school students and participation in university virtual events.

Program Goal 3: Adequate Faculty

Each full-time, temporary and adjunct faculty member in the School of Human Ecology has the appropriate credentials for the content area in which they are teaching, according to SACSCOC requirements and the external accrediting agencies.

New action: continue mentoring of new faculty and observations of teaching practices; continue to provide financial assistance to faculty to attend professional development events.

Student Learning Outcome 1: Student Competency

The Human Ecology internal senior exit exam was given in iLearn Fall 2020 and Spring 2021 semesters. Only the Core questions were used. The mean score has improved likely related to taking the exam online and reducing the number of questions; as well as continued emphasis by faculty of the AAFCS Body of Knowledge in the Core Classes that all HEC students take.

Student Learning Outcome 2: Student Skills

Continue synchronous administration of the CCTST during course time to create positive participation. Look at CCTST sub scores and the structure of the exam so that our faculty can tie certain critical thinking skills to their course activities.

The Qualtrics version of the Site Supervisor Evaluation is being developed.

Continue use of IDEA evaluations by all HEC faculty to monitor progress on course objectives.

Appendices

1. Human Ecology BS Core Curriculum Map

Appendix 1: Human Ecology BS Core Curriculum Map

Distribution of Body of Knowledge Components throughout a Core Curriculum											
Core Course	**Core Concepts**				**Integrative Elements**		**Cross-Cutting Themes**				
	Basic Human Needs	Community Vitality	Family Strengths	Individual Well-being	Life Course Development	Human Ecosystem	Appropriate Use of Technology	Capacity Building	Global Interdependence	Resource Development & Sustainability	Wellness
HEC 1005		X				X					
HEC 1010	X				X						X
HEC 2065			X	X							
HEC 3011						X		X		X	
AGHE 4500							X		X		
Outcomes Met (#/%)											
Outcomes Met (%)											
Analysis:	**Program Strengths (80-100% Outcomes Met)**						**Program Weaknesses (79% or fewer Outcomes Met)**				
Follow-Up	**What strategies will the Unit develop to improve the weaknesses while not diminishing the strengths of the infusion of the Body of Knowledge throughout this Core curriculum?**										